

Shaping Australia as an even better place to grow up

Early Stage 1 - Stage 1 (Kindergarten - Year 1 & 2) Lesson Plan

Learning about child rights through creative exploration
and expression



What does UNICEF do?

UNICEF is the world's largest children's charity working to protect children, globally and here in Australia. We help children realise their full potential by providing access to clean water, lifesaving vaccines, quality education and health care. We ensure every child is safe and protected from harm and we're always there during times of emergency.

UNICEF and Child Rights

In 1989 something incredible happened. After talking and learning from the experts, governments from all around the world (including Australia) sat down and agreed on 54 different rights that every child under 18 years old should have to live a safe, healthy and happy life. They made a promise to every child to protect and fulfil their rights, in what is now known as the United Nations Convention on the Rights of the Child.

Making sure children know their rights — and working to ensure these rights are upheld — factors into everything UNICEF does.

For many children and young people, Australia is a great country to grow up in. But sadly, not everyone has this experience. Our work aims to create a better future for all children and young people in Australia by ensuring children's rights extend to every child, no matter their gender, religion, culture or ethnicity.

Protecting a child's rights is everyone's responsibility, including children, parents, carers and governments. Our child rights-focused school resources are designed to help teachers have these important conversations with their students and to hear their views.



Activity Overview

Students will:

- Understand the significance of World Children’s Day and the Convention on the Rights of the Child.
- Explore how these rights contribute to making Australia a great place for every child.
- Identify areas where Australia still needs improvement to ensure all children’s rights are upheld.

Mapped Curricula Outcomes in Appendix at the back.

Materials Needed



Convention on the Rights of the Child Poster: provided in this lesson plan for each student. [View poster](#)



Video: [What’s on your mind?](#) (1:03 mins)

Note: Preview the video to ensure it’s appropriate for your students.



Screen/board for displaying answers and the poster



Computer/TV to show the video



Double-sided heart shape template provided in this lesson plan for each student



Art supplies paper, markers, crayons, etc

Lesson Structure

Activity 1: Introduction to World Children’s Day

- **Explain** to the students that World Children’s Day is celebrated on **20 November** each year. It aims to promote togetherness and raise awareness of children’s well-being globally.
- **Show** the **Convention on the Rights of the Child poster** (on screen or a printed copy). [View poster](#)

Activity 2: Discussion on the Poster

- **Ask** students to complete a *See, Think, Wonder* activity using the [poster](#). Display the thinking routine table on the board.
- Using the visible thinking routine below, students can critically examine the poster content, and raise further questions for deeper understanding.

See, Think, Wonder - Thinking Routine



See

What do you see, observe or notice?

I see...
I notice...
I recognise (icons, people, symbols)...
I identify (relevant characters or figures)...



Think

What do you think is happening?

I think this means...
It seems like...
This suggests to me...
It appears that...



Wonder

What does it make you wonder?

How might this impact...
Why did...
I'm curious about...

I wonder who is UNICEF?

(Adapted from: Project Zero’s Thinking Routine Toolbox. Harvard Graduate School of Education 2022, <https://pz.harvard.edu/thinking-routines#IntroducingExploringIdeas>)

Activity 3: Introducing UNICEF

- **Explain** that UNICEF is an organisation that works to protect children’s rights globally, improving health, education and well-being for children in over 190 countries around the world.
- **Ask:** “How many rights do you think there are for children?”
 - (Let students guess. Then reveal there are 54 rights.)
- **Highlight key rights** from the Convention:
 - Right to think for yourself (#14)
 - Right to know your rights (#42)
 - Right to go to school and learn (#28)
 - Right to be cared for and protected from harm (#19)
 - Right to choose your friends (#15)
 - End with:
Right to share your ideas and be listened to on things that impact you (#12-13).

Activity 4: Video - [What’s on your mind?](#)

- **Inform** students that they will watch a short video about the importance of sharing how you feel inside.
- **Show** the video: [What’s on your mind?](#) (1:03 mins)

Activity 5: Post-Viewing Discussion

- **Ask:**
 - Has anyone here ever had many things on their mind?
 - What happened in the video when the little ghost shared they weren’t OK?
- **Explain:**
 - When the ghost shared their feelings, they felt lighter.
 - It’s important to share your feelings when things feel heavy or confusing.
 - **Prompt:** “This person is someone who makes you feel safe, and wants to help you.”

Activity 6: Creative Activity: Shaping Australia

- **Explain:** Using the heart-shaped template provided the students will draw on both sides of the heart:
 - **Side 1** of the heart: draw a person they feel safe sharing their feelings with.

Explain that UNICEF asks decision-makers to make sure children's rights are at the heart of every decision. UNICEF needs to know from the children in Australia how we can shape Australia into an even better place to grow up.

- **Side 2** of the heart: Students select a favourite children's right that they have learnt about and how that right could make Australia an even better place to grow up.

Example: Students select the;

- Right to play (#31):
- A student may draw children playing outside with trees, sunshine, and friends.
- Then write: "Playing helps me be healthy and happy. It makes Australia fun for every child to grow."

Teacher's Explanation:

"You've chosen the right to play because it's really important for children to have fun, make friends, and stay healthy. When every child in Australia can play and rest, we'll have a happy country where everyone grows strong and helps each other!"

- **Distribute art supplies** and heart templates, and assist students as they work on their drawings.

Activity 7: Sharing and Conclusion

- **Summarise:** Reinforce the significance of World Children's Day and the rights of children.
- Link back to **Right #13:** Children have the right to share their thoughts freely with others (unless it harms others). **Have students share** their decorated hearts with the class.
- **Discuss** how each idea can help make Australia an even better place for every child.

Assessment:

- Participation in discussions and activities.
- Observation of students' understanding through responses.
- Evaluation of heart templates to see if students express ideas on improving their country for children.

Follow-up Activity:

- **Display** the decorated hearts in the classroom or common area to share ideas with the school.
- **Encourage** students to share what they've learned with their families and discuss how they can help shape Australia into an even better place to grow up.



More Teacher Resources and Lesson plans are available on UNICEF Australia's website unicef.org.au/teacher-resources

Share with us!

We would love to see your student's work from these activities as hearing and seeing young people's views is very powerful in the work we do when urging decision makers to create change. Simply scan or take pictures of your student's work and email them, along with your name, class and school to submit@unicef.org.au Thank you!



Appendix: Alignment to Curriculum

	NSW Curriculum	Australian Curriculum Version 9
Target Audience:	Early Stage 1 - Stage 1	Foundation, Years 1 and 2
Syllabus Area:	English, Personal Development, Health and Physical Education, Creative Arts	English, Personal Development, Health and Physical Education, Creative Arts
Sub-topic:	<ul style="list-style-type: none"> • Oral language and communication • Identity, health and wellbeing • Visual Arts 	<ul style="list-style-type: none"> • Language for expressing and developing ideas • Interacting with others • Creating and making
Syllabus Outcomes / Content Descriptors:	<p>A student</p> <p>English</p> <p>Early Stage 1: ENE-OLC-01 Communicates effectively by using interpersonal conventions and language with familiar peers and adults.</p> <p>Stage 1: EN1-OLC-01 Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions.</p> <p>Personal Development, Health and Physical Education</p> <p>Early Stage 1: PHE-IWB-01 Identifies factors that contribute to identity, health and wellbeing.</p> <p>Stage 1: PH1-IHW-01 Describes factors that contribute to identity, health and wellbeing.</p> <p>Creative Arts</p> <p>Early Stage 1: CAE-VIS-01 Experiments with and identifies ways materials and techniques are used to represent subject matter and ideas in artworks.</p>	<p>Foundation students</p> <p>AC9EFLA07 Explore the contribution of images and words to meaning in stories and informative texts.</p> <p>AC9HPFP02 Practise personal and social skills to interact respectfully with others.</p> <p>AC9AV AFC01 Create arts works that communicate ideas.</p> <p>Year 1</p> <p>AC9E1LA08 Compare how images in different types of texts contribute to meaning.</p> <p>Year 2</p> <p>AC9E2LA08 Understand that images add to or multiply the meanings of a text.</p> <p>Year 1 - Year 2 students:</p> <p>AC9HP2P02 Identify and explore skills and strategies to develop respectful relationships.</p>

**Syllabus
Outcomes
/ Content
Descriptors:**

Stage 1: CA1-VIS-01

Makes artworks using materials and techniques to represent subject matter and ideas, and describes ways artists convey ideas in artworks.

AC9AVA2C01

Use visual conventions, visual arts processes and materials to create artworks.

**Links to General
Capabilities:**

Personal and Social capability

Social awareness

- Empathy
- Relational awareness

Social management

- Communication
- Collaboration
- Leadership
- Decision-making
- Conflict resolution

Critical and Creative Thinking

Generating

- Create possibilities
- Consider alternatives

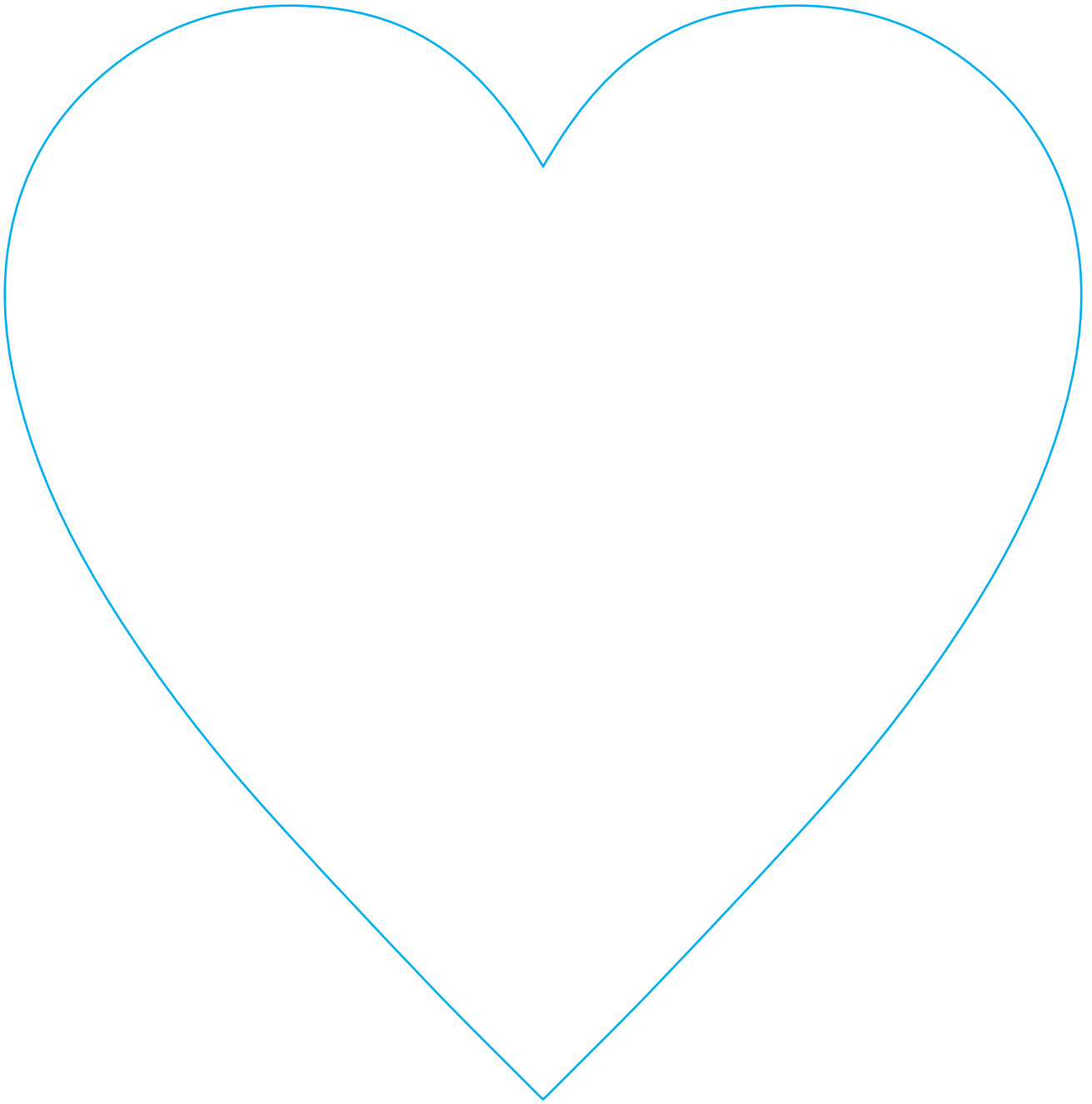
**Learning
Intention:**

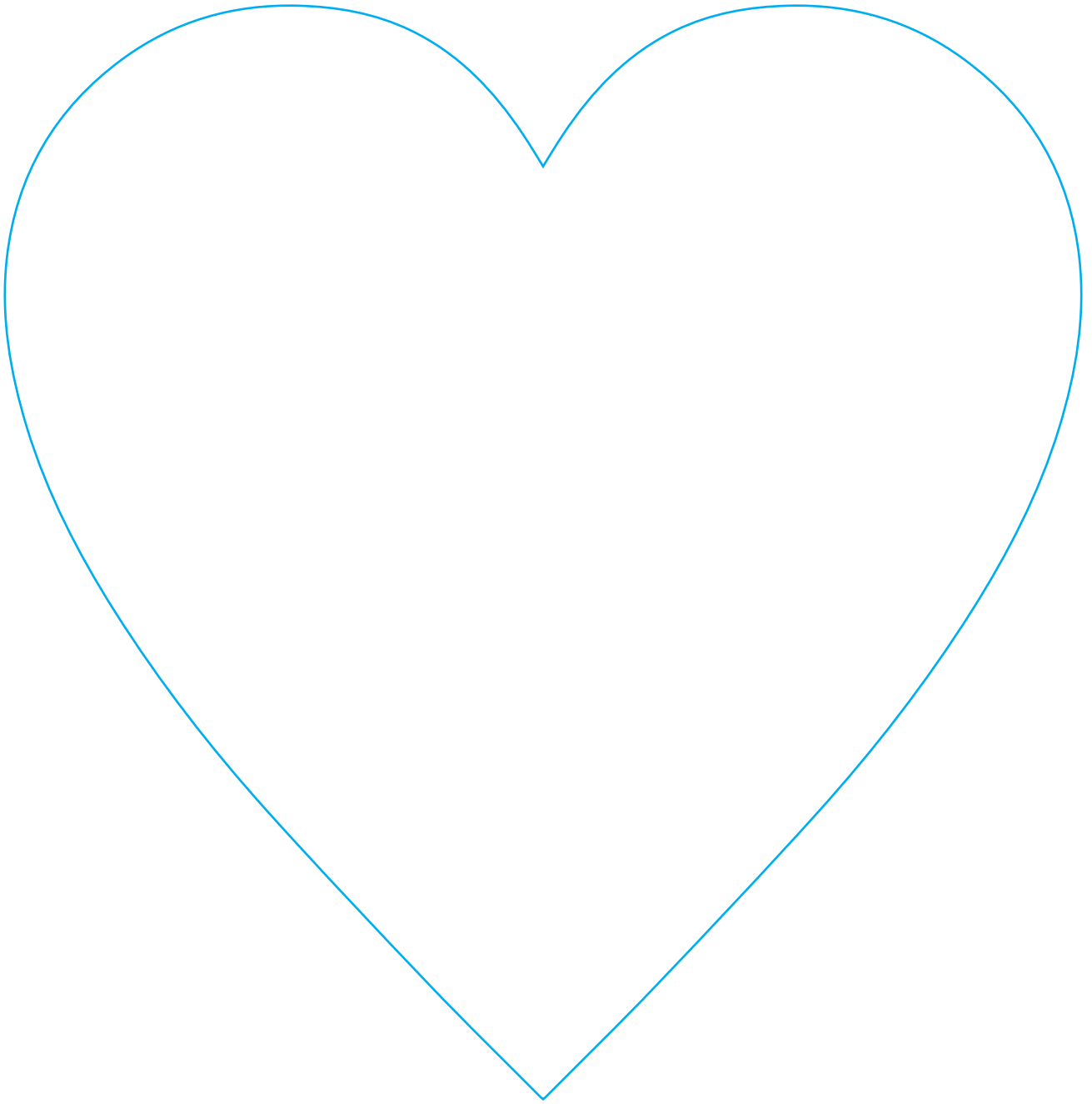
We are learning how to

- Understand our rights as children and why they are important.
- Share our thoughts and ideas to help make Australia a better place for every child.
- Express our feelings and ask for help when we need it.

Success Criteria:

- I can name at least one right I have as a child.
- I know who I can talk to when I have big feelings or need help.
- I understand how sharing my ideas and feelings can help improve my community and Australia.







The United Nations Convention on the Rights of the Child

Just like adults, children have rights too!

No matter who you are or where you live, these rights belong to every child in the world.

#1

Every child under the age of 18 has all of these rights

#2

You have the right to be treated fairly by everyone

#3

Adults should do what's best for you



#4

Governments should support these rights

#5

Your family will help you with your rights

#6

You have the right to live and grow



#7

You have the right to have a name, to belong to a country and know your family

#8

You have the right to have your own identity

#9

You have the right to live with your family unless it isn't safe

#10

You have the right to see your parents if they live in another country

#11

You have the right to be protected from kidnapping

#12-13

You have the right to share your ideas and be listened to on things that impact you

#14

You have the right to think for yourself



#15

You have the right to choose your friends

#16

You have the right to privacy

#17

You have the right to access safe and reliable information

#18

Your parents or guardians should always consider what is best for you

#19

You should be cared for and protected from harm

#20-21

You have the right to be cared for if you do not live with your parents

#22

You have the right to help and protection if you are a refugee

#23

You have the right to special help if you need it

#24

You have the right to care when you are sick and to live in a healthy environment

#25

If you can't live at home, where you live should be checked regularly to see if it's the best place to be

#26

Governments should provide support if you need it to keep you healthy and safe

#27

You have the right to food, clothes to wear and a safe place to live

#28

You have the right to go to school and to learn



#29

You have the right to learn to be the best you can

#30

You have the right to share your culture, language and religion

#31

You have the right to play and rest



#32

You have the right to not do unsafe work

#33

You have the right to be kept safe from dangerous things

#34

You have the right to never be hurt by others

#35

You can not be kidnapped or sold

#36

You have the right not to be exploited

#37

You have the right to be treated fairly, even if you break the law

#38

You have the right to be protected during war



#39

You have the right to special help if you are hurt by war

#40

If you break the law, you have the right to access legal help

#41

You should enjoy the protection of any Australian law that protects you better than these rights

#42

You have the right to know your rights



#43-54

Governments, the United Nations and organisations must work together to make sure your rights are protected

